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PROJECT NOTIFY--NEEDED OCCUPATIONAL TELEVISION INSTRUCTION FOR YOUTH.

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AN EVALUATION WAS MADE OF THE EFFECTIVENESS OF VIDEO TAPES AS A MEANS OF DISSEMINATING OCCUPATIONAL INFORMATION TO HIGH SCHOOL STUDENTS. AFTER CRITERIA FOR SELECTION WERE DETERMINED, SEVEN OCCUPATIONAL AREAS WERE CHOSEN FOR PRESENTATION BY VIDEO TAPE. THE TELEVISION PROGRAMS WERE DESIGNED TO IDENTIFY ENTRY LEVEL JOBS IN THE OCCUPATIONAL AREAS COVERED, WHICH WERE SECRETARIAL WORK, FOOD RETAILING, DEPARTMENT STORE RETAILING, AUTOMOTIVE TECHNOLOGY, LODGING AND FOOD SERVICES, FINANCIAL INSTITUTION EMPLOYMENT, AND LAW ENFORCEMENT. THE POPULATION OF THE STUDY CONSISTED OF 11TH- AND 12TH-GRADE STUDENTS IN EIGHT SENIOR HIGH SCHOOLS. TO DETERMINE THE EFFECTIVENESS OF THE PROGRAM, A FOLLOWUP STUDY WAS CONDUCTED BY USE OF INVENTORY QUESTIONNAIRES. A MAJORITY OF THE STUDENTS HAD A VERY FAVORABLE REACTION TO THE TAPES, INDICATING THAT TELEVISION IN THE CLASSROOM IS AN EFFECTIVE MEDIUM FOR PROVIDING OCCUPATIONAL INFORMATION. STUDENT EVALUATIONS GIVEN IN INTERVIEWS 2 MONTHS AFTER BROADCAST AGREED CLOSELY WITH EVALUATIONS MADE IMMEDIATELY FOLLOWING BROADCAST. IN THE ORDER OF AMOUNT OF HELP GIVEN, WITH "HIGH" LISTED FIRST, THE PROGRAMS WERE RANKED (1) THOSE THAT PRESENTED CLEAR DEVELOPMENT OF FACTS, (2) THOSE THAT ENCOURAGED STUDENTS TO REMAIN IN SCHOOL, AND (3) THOSE THAT MOTIVATED STUDENTS TO THINK ABOUT MATTERS SPECIFICALLY RELATED TO JOB PLANNING. PROGRAMS THAT ACQUAINTED STUDENTS WITH AVAILABLE JOB POSSIBILITIES WERE CONSIDERED BENEFICIAL, WITH MOST BENEFIT BEING GAINED BY DISADVANTAGED MINORITY STUDENTS. (GD)

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FINAL REPORT
Project No. OE-130-65
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Project NOTIFY - Needed Occupational Television Instruction For Youth

June 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Project NOTIFY

Project No. OE-138-65
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June, 1966

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San Bernardino Valley College

San Bernardino, California

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A special debt of gratitude is owed to the production team of the project; Mr. Robert Fuzy, the Director, Mr. Edward Rothaar, the Scriptwriter, Mr. Fred R. Burgess, the Research Assistant, Mrs. Dorothy Bumiller, the Community Consultant. Mrs. Bumiller had an unique role as the Community Consultant during the production phase and later was the Research Interviewer for the high school research phase. This dual role provided valuable insight and is reflected in this final report. In fact, her generous assistance has made this final report possible.

Last, but not least, I wish to thank crews and technicians of KVCR-TV, Channel 24 for the many long, hot days they spent in the taping of these television shows.

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CHAPTER I
INTRODUCTION

The complexities of living in America's high mass production and consumption society are increasing every year. In the last 20 years there has been an information explosion coupled with a greatly accelerated development of a nation wide communication system. Particular the impact of television in American culture indicates it is probably the most important method of communications today. Today the student from kindergarten through college only remembers television. Yet the relationships of television and education are relatively unexplored. The educational television process can have specific use in providing occupational information and is the subject of this report and Project NOTIFY.

THE PROBLEM

Statement of the Problem--Purposes of this study are to: (1) report on Project NOTIFY, the pilot program conducted by San Bernardino Valley College, (2) determine the effect and appropriateness of Project NOTIFY as a means of disseminating occupational guidance information to high school students, and (3) make recommendations for effective utilization of Project NOTIFY video tapes.

Significance of the Problem--Most students of today select their careers based on parental direction, by tradition or by chance not choice. This is in part because students to a large degree have free choice and face a bewildering array of factors in making their career decision. A large store of occupational guidance information is available from employers, unions, the public employment service, and school system. Unfortunately, many students are unable to gain or benefit from this information for a multitude of reasons; scarcity of qualified counselors, lack of a central source of information, dull and unimaginative ways of presenting guidance information, rapidly changing job requirements because of dynamic growth in the economy, and similar problems. Therefore educational television is viewing as a possible primary solution to the problem of providing occupational information.

Project NOTIFY-- Needed Occupational Television Instruction For Youth was a pilot project funded by the U. S. Office of Education, Department of Health, Education and Welfare to determine the effectiveness of television as a medium for the disseminating occupational information to high school students.

DEFINITION OF TERMS USED

The following terms are used in this report based on these definitions:

Educational Television (ETV). A broad term usually applied to that group of television stations licensed by the FCC solely for the purposes of broadcasting cultural and community programming.

Instructional Television (ITV). That facet of educational television, either open or closed circuit, intended to be used by students in the classrooms as part of the approved curriculum.

Occupational Guidance. That aspect of guidance concerned with helping individuals or groups make decisions and choices involved in planning a future or in building a career.

Video Tape Recording (VTR). The recording of both picture and sound of a television program by electronic impulses on a special magnetic recording which can be played back when aired on a VTR machine.

REVIEW OF LITERATURE

Television has long been associated with education. While it was still in its infancy, it was being experimented with in 1932 at the University of Iowa to determine possible uses of visual electronics broadcasting in education.[1] Ever since then educators have been interested in the possibilities for television and education. The first non-commercial education television station started broadcasting in 1953.[2] The areas of existing literature that are of particular interest in this project are: (1) the advantages that the television medium offers to education, (2) television's effectiveness as a teaching tool, and (3) television's effectiveness in training and guidance.

The Advantages of the Television Medium--The medium of television offers sight, sound, and action simultaneously and in addition, can provide close ups and overviews not possible in normal classroom instruction mediums. The presentations can be made to as many classes or groups as desired. The work of noted and honored teachers in a particular subject-matter area may be reoffered time and time again.[3] Chart or graph presentations are particularly effective on television where the instructor uses a pointer to indicate highlights on the charts or graphs. A survey of San Bernardino

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[1]Wilbert Schram, Jack Lyle, and Ithiel De Sola Pool. The People Look At Educational Television, (Stanford University Press, 1963), pp. 1-2.
[2]Ibid.
[3]I. Keith Tyler, "Educational Implications of the TV Medium", Audio Visual Communication Review, 12: 61-74, Spring, 1964.

Valley College students felt this was one of the most effective characteristics of television.[4]

The medium of television requires in the preparation of a video tape that the instructor practice and rehearse his material time and time again. This has the tendency of improving the overall quality of a given lecture since the instructor is not presenting it for the first time to the students. In addition, it can bring about greater equality of opportunity for all pupils because they have the advantage of the same instructor presenting a particular lecture. Finally, the development and presentation of a lecture or any type of program on television by a teacher has a tendency to aid in his professional growth.[5]

Educational Televisions Effectiveness as a Teaching Tool--The literature reveals educational television has been evaluated a number of times and generally speaking, it has been found that instruction via television can be effective at all levels, primary grades through military training.[6] In most cases, the television medium has been found to be as effective as the conventional classroom method of instruction. In a few cases it was found to be less effective than the conventional methods of instruction. In particular, several studies at Pennsylvania State University, Iowa State College, and the University of Huston, indicated television teaching was equally effective as if the courses had been taught with the instructor in the classroom.[7]

Television as a teaching tool whether for academic or vocational subject areas has been demonstrated to some degree by a number of special studies.[8]

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[4]Dr. William Moore, "Student Evaluation of Political Science I," (unpublished report, San Bernardino Valley College, January, 1965), P.2.

[5]Tyler, op. cit.

[6]Edward C. Kelley, "Television and the Teaching of Typing," In a Guide to Instructional Television, Robert M. Diamond (ed.), (New York: McGraw-Hill Book Co.m 1964), PP. 7-11.
David Lyle, "Washington County Close-Circuit Television Report" (Hagerstown, Maryland; Board of Education of Washington County, n.d.) pp. 1-79.

[7]William H. Allen, "Audio-Visual Communication", Encl. of Educational of Resource, 3rd edition, ed. Chester W. Harris, (N.Y.: The MacMillan Co., 1960), p. 118.

[8]Allen, loc. cit., p. 119.

It appears that educational television can be effective as a teaching tool if properly developed and utilized.

Television's Effectiveness in Training and Guidance--The specific use of television in training and guidance appears to have been very limited to date. There are some indications that when it has been used it has been effective. The results of the studies prepared for the Department of Army on 12,000 basic trainees indicated that: (1) television training is at least as effective as regular instruction, (2) television is more effective for the lower aptitude groups, (3) television instruction is remembered at least as well as conventional training.[9]

In the case of guidance, the Hagerstown close circuit guidance telecast revealed the success of television in this area. The program lasted for five years and covered guidance information in wide range of areas, including curriculum course selection, college information, and general career planning. The general feeling of this Hagerstown program by the participants and students was that there had been a marked increase in the quantity and quality of guidance information provided the students.[10]

OBJECTIVES OF PROJECT NOTIFY.

The specific objectives of the Project NOTIFY were:

1. To provide occupational information for high school junior college students, particularly those from low income or educationally deficient groups. The long term desired result was a decrease in their rate of unemployment and underemployment resulting from poor job selection and dropping out of school.

2. To provide interested counselors, advisors, teachers, parents, and friends of students detailed information on career opportunities in specific occupational families as is currently available in the local metropolitan area.

3. To inform disadvantaged minority groups of the new and varied opportunities that are now possible in the local business community.

4. To develop and expand a new vocational education tool in the form of occupational guidance through educational television.

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[9] Ibid.

[10] Kathryn L. Beechly, "Guidance and Television", A Guide to Instructional Television, ed. Robert M. Diamond, (N.Y.: McGraw-Hill Book Co., 1964), p. 120.

CHAPTER II
METHODS AND PROCEDURES

Based on the objectives of the Project, it was necessary to select with care the occupational areas to be featured in the 7 video tapes. A criteria for selection was determined and this was used for determining the appropriate occupational areas.

SELECTION OF THE OCCUPATIONAL AREAS

A wealth of material from a number of sources was available for a broad comprehensive range of occupational areas. Therefore, a basic difficulty, initially encountered was narrowing the information on the number of occupational areas to be considered. The final selection criteria was developed, and employers, unions, teachers, counselors, representatives from the California Department of Employment and U. S. Office of Education, assisted in developing the television series.

The selection criteria used was:

1. Are jobs in these occupational groups typical and readily available in the major metropolitan areas of the country?
2. Are the jobs relatively immuned to technological change?
3. Is graduation from high school the usual requirement for entrance into the occupation?
4. Are there opportunity for minority group members in the occupational areas and are these opportunities relatively common throughout most of the United States?
5. Are there opportunities for both men and women?
6. Are there opportunities for an employee to receive additional training while working on the job?
7. Is training offered in a community college in which an individual could, with additional course work, eventually receive an Associate of Arts degree or higher?

Based on this criteria and the U. S. Department of Labor's Man Power Needs Forecast the following 7 occupational areas were selected:[11]

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[11]Compiled from the Occupational Outlook Handbook. (U. S. Department of Labor, Bureau of Labor Statistics, 1963-64) pp. 269-713.

SECRETARIAL--The demand for workers with stenographic skills has been greater than the supply for more than a decade and this shortage of qualified workers is expected to continue for some years. It appears certain that employment opportunities for stenographers and secretaries will be excellent through the 1960's. Over the long-run employment opportunities in stenographic and secretary work are expected to continue because rapid growth. The development of automated office equipment will undoubtedly continue, but is not expected to effect the growth of employment opportunities in this field.

FOOD RETAILING--There are thousands of job openings each year and the expected openings will increase for the remainder of the decade. Many will be new jobs created by general economic growth. The total number of people employed is expected to increase fairly rapidly. Many new jobs will arise as business activities continue their general expansion rate.

DEPARTMENT STORE RETAILING--The number of people employed in retail stores is expected to rise. More workers will be needed as the volume of sales increases with population growth. Particularly in metropolitan areas, where the trend is for stores to remain open for business fifty or more hours a week more employees will be needed as the weekly hours worked by sales persons are further shortened.

AUTOMOTIVE TECHNOLOGY--The employment of automobile and diesel mechanics is expected to increase rapidly during the next ten years. This rapid increase is brought on by an increase in population, greater consumer purchasing power, and a greatly increased multi-car ownership. Also the complexity of the new cars are expected to continue and to provide specialized positions in this area for such features as air-conditioning, power steering, power brakes, etc.

LODGING AND FOOD SERVICE--The demand is expected to increase as population grows and travel for business and pleasure increases. Most of the anticipated growth of employment will stem from the need to staff the new hotels, motor hotels, and motor inns being built in and around major cities throughout the country. To service these new lodging accomodations will be an increased number of food service establishments on premise and off premise. In addition the general prosperity of the times indicates an increased demand for food service activities.

FINANCIAL INSTITUTION--The employment opportunities in banks, savings and loan associations, escrow companies, personal finance companies, credit unions, and other types of financial institutions are expected to be numerous through the entire decade. Population growth and the rise in national income will lead to an expansion of financial instititions.

LAW ENFORCEMENT--Many opportunities for qualified candidates in the police work will occur annually for the remainder of the decade. New positions will arise as metropolitan areas increase the size of their sheriff and police forces to meet the needs of growing populations. In addition, retirement traditionally has occured at somewhat younger ages than workers in most other occupations, and therefore the replacement rates are relatively high. As cities become more conjested, law enforcement will provide many opportunities for specialized work.

A final important consideration used in the selection process was the hope that the project would provide the opportunity to improve the image of certain negatively viewed occupational areas. It was hoped a television program would encourage students to consider careers in such fields as lodging and food service, automotive technology, or law enforcement.

FORMAT OF TELEVISION PROGRAMS

The television programs were designed to identify entry level jobs in the occupational areas covered. Career opportunities were shown as well as the means for preparing for advancement. Some of the more important aspects of all the tapes shown were:

1. The employment opportunities which exist for high school and junior college graduates in a typical metropolitan area.

2. The normal entrance-level positions for the occupational area were emphasized. The employee's progress from his initial position to one of several possible through "career-ladder" to one of the several journey-level positions. Special care was taken not to oversell or overemphasize rapid promotion once on the job.

3. The participation by minority group members who appear in several of the tapes as primarily actors. In other tapes they appeared in supporting roles. This was done to help emphasize the opportunity which now exist for these groups in the different occupational families.

4. The need for additional education and how it is of advantage to the new employee was demonstrated. The concept of promotion from within and the on-the-job training was tied into the need for this additional education.

THE FOLLOW-UP STUDY

To determine the effectiveness of the video tapes as a means of disseminating occupational information to students, a follow-up study was conducted by Dr. John Bancroft, Director of Guidance, San Bernardino City Schools. Dr. Bancroft served as the research consultant for the project. His final evaluation report is in Appendix A and describes in detail the evaluation procedures used in the follow-up study.

The population of the study consisted of 11th and 12th grade students in 8 senior high schools in the San Bernardino Valley College district. The 8 high schools are all served by the facility of the educational television station KVCR-TV (Channel 24) and participated in the study:[12]

1. Bloomington High School, Bloomington
2. Colton Union High School, Colton
3. Eisenhower High School, Rialto
4. Pacific High School, San Bernardino
5. Redlands High School, Redlands
6. Rim-of-the-World High School, Lake Arrowhead
7. San Bernardino High School, San Bernardino
8. San Gorgonio High School, San Bernardino

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[12]Also invited to participate in the study were Big Bear and Yucaipa High Schools, but due to their geographic location in the mountains they were unable to receive Channel 24 during the daytime.

CHAPTER III
PROJECT FINDINGS

RESULTS

In keeping with the follow-up study,[13] the items on the inventory questionaires administered to the students and counselors indicated the following results:

1. Junior and senior high school students and their counselors considered video taped programs a valuable source of occupational information.

2. Student evaluations based on personal interviews of the programs made from one to two months after hearing the broadcast and those completed immediately afterward were in rather close agreement. Programs ranked "high" were those that presented clear development of facts, while "moderately" rated ones encouraged students to remain in school, and of lesser value were those motivating students to think about matters specificially relating to job planning.

3. Counselor ratings of the program were somewhat different from those of the students, but not significantly so.

4. Students thought the programs were beneficial in acquainting them with available job possibilities. Statistical analysis provided evidence that the programs were more beneficial to disadvantaged minority students in this respect.

5. The high school principals agreed the programs were an effective method of presenting needed occupational information for youth. Their comments and suggestions indicated a real interest in making this media more beneficial in the future.

DISCUSSION

Dr. Bancroft's report in the Appendix indicates a majority of the students had a very favorable reaction to the tapes. Most of the

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[13] In addition, to the high school research study, the programs were broadcasted in the evening in the Fall and the Spring. Students were encouraged to have their parents and friends watch and special industry groups were informed of the evening broadcasts. However, no attempt was made to graduate these evening broadcast because of time and finance limitations.

students were born between 1947 and 1950 and their primary source of entertainment and informal education has come through the media of television. Since television is considered by them a form of entertainment, the introduction of it into the formal classroom situtation was a natural for success. Over the years as more and more television is used in the classroom this factor in favor of television may reverse itself. This seems to be the case with the use of the standard motion picture projector and screen in the classroom.

Many amateur actors were used in the programs, mostly those who were in effect portraying themselves in their everyday jobs. This appears to have provided more realism to the viewer. It certainly helped from the stand-point of production. When a person was used who was playing himself, and he did not remember his lines completely, normally he could ad-lib with little difficulty. In many cases this resulted in an improvement in the script because of his knowledge of the job and the normal methods of handling a given situation. Another important factor eliciting the students' feeling of realism for the program was the use of local firms and their facilities in the tapes. These familiar firms and background sights, including current modes of dress did help the students to identify with programs. In a different community, in a different location where firms, background scenes and fashion trends might be different, this might actually be a detrimental feature of the programs.

The administrative problems of finding a common television broadcast time for effective viewing by all high schools or all elementry schools in a given area are almost an impossibility. This is a major limitation to the use of video tapes in this circumstance, since the only solution to the problem is for each school to acquire and operate its own VTR machine. These machines can range in costs from $5,000 to $50,000. and require a skilled technician for their operation and maintenance. However, if VTR eqiupment is available it will provide the school with an immediate source of current high quality instructional material.

There is a need for supplementing these tapes with a subject matter guest speaker or an informed instructor. This would be an improvement. This was not attempted during the follow-up study because of limited time available after the written questionnaire were administered. Also arranging speakers for 8 high schools, 7 programs per school with two classes watching each tape per semester for 2 semesters would have meant 224 guest speaker appearances. An impossible task for this project.

An important problem encountered that had not been anticipated was a few of the counselors selected students based

on their idea of the level of student needed for the occupation e.g. low level for lodging and food service and high level for law enforcement. This personal criteria for selection of students to view specific tapes was unauthorized and limited to only a two schools and two specific tapes. However, some unintentional screening of this type occurred when college-oriented students were not in some of the classes that attended the television broadcasts. This could not be avoided because the cooperating high schools' "bell" schedules and curriculums did not permit any alternative in selection of student for viewing. This means most of the viewing students were vocational oriented.

TYPICAL COMMENTS ON THE PROJECT

The follow-up interviews with a sample of the students and the high school's principals evaluation committee provided insight into the results of the study. Typical students comments made during the fall interviews were:

> -"Television helped students see themselves in jobs. They can imagine themselves on the job. That television program brought the whole bank into view. In the field trip you rush through things and only get confused."
>
> -"Television is the best over-all way. Television can show actual job situations and what a policeman actually does. You certainly couldn't take a whole class on a field trip with the officer in the patrol car like the television program did."
>
> -"Television is more interesting. I have watched television as long as I can remember and to find it in a classroom is a new experience. It shows people my own age and actually shows them on a job. You can get more out of this than having a grown up talk for hours."
>
> -"They pay more attention to television. After all that's all we know."
>
> -"A television program showed examples and acted it out; it was very real and interesting."
>
> -"Television brings things out differently than can be learned from books. It holds your attention. You used actual students and it did <u>not</u> look phoney.

The high school principal's committee held a lengthy session and said these programs caused students to ask questions. They said:

> -"We look at them as only a jumping off point with a different technique than you would normally have from a lecture or film."
>
> -"The fact that the actors and actresses are not professionals added something to the program and permitted the student to identify with them. They were better able to imagine themselves on the job being portrayed in the program."
>
> -"The student like to see these programs much earlier not as seniors. By that time they have already made their programs. Earlier showings would give some of them additional interests since they would be sophmores or juniors, and have time to change programs."[14]

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[14]This was done in Spring when juniors viewed tapes and it did result in some students changing their programs.

-"Guest speakers should be available in the discussions. They could provide additional information concerning questions that were generated by viewing."

- "Its to bad we had to break up the classes in order to permit just a few students to view the programs. The entire class would have benefited and would seriously question if we could enter this type of activity again because of it."[15]

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[15]The "bell" problem referred to in this statement is the difficulty that the schools have in scheduling the program working on a even half hour to an hour basis i.e. a class starts at 8:03 and ends at 9:11. Where as the television broadcasts from 8:00 to 8:30 or from 9:00 to 9:30.

CONCLUSIONS

The conclusions that can be drawn from Project NOTIFY are:

1. The high school students, their counselors, and principals considered the programs a valuable source of occupational information.

2. In particular, the students both immediately and those interviewed one to two months later ranked the programs in this order of effectiveness; first, job and career development facts; second, encouragement for remaining in school; and third, motivation for thinking about matters specifically related to job plans.

3. Television in the classroom is currently an effective media for providing occupational information.

IMPLICATIONS

The Project has indicated several significant trends:

1. There is a very strong demand for occupational information by students who do not plan to go on to college on full-time basis immediately. The students and the high schools want detailed information on what career opportunities and how to find them for the "non-college prep" students. This is required for a majority of high school students (in California only top one-fourth can enter state college or University of California system). This occupational information should include step-by-step information on how to locate job, take an interview, etc.

2. Occupational projections on a short-term basis for a given region are very difficult to obtain. The planning meetings used in preparing the television scripts were held with representatives from local employers and the state employment service. There was a very serious lack of even short-term projections within given firms, industries, and/or occupational families. This was very disappointing because the need is so great. The education system must have this type of projection to plan and develop appropriate curriculum for vocational training.

3. Educational television for use in the elementary and secondary school system is handicapped by a deficiency of appropriate equipment and trained technicians. The "bell" problem of schools is only practically overcome by each school owning and operating their own VTR equipment for rebroadcasting TV programs to fit their specific "bell" system. The large capital outlays and shortage of trained staff for operating this type of installation is prohibitive for many schools or their districts today.

RECOMMENDATIONS

The conducting of a project of the magnitude and complexity of this one necessiates a certain degree of learning by the project group (a type of on-the-job training for contractors). The help of mind sight and advice from many sources has resulted in the following recommendations:

1. All television scripts should be reviewed the U.S. Office of Education's project office and the resources of the Federal Service utilized to improve them. This would have meant in Project NOTIFY a two year period instead on one year period for completion.

2. The 7 programs should have been reduced from 7 separate occupational families to say two or three occupational families with two or more programs per family, e.g. the Department Store occupation should had an overview program with say two programs dealing with selling and management areas.

3. The existing 7 video tapes should be made available to interested schools in the country. They can use them, if appropriate for their areas and needs or as examples for producing improved versions. San Bernardino Valley College plans to continue to use them for guidance purposes in their district and in their Channel 24 TV broadcasts.

SUMMARY

PROBLEM

The problem of job selection in today's vast and complex society is often overwhelming to the youth seeking his first employment. In fact, it is very difficult for an individual with work experience for a number of years to be certain of his job decision. Technological and social changes have greatly increased the difficulty of proper job selection. Requirements for old and new entrance-level positions are being revised and/or developed continuously. The education institutions of this country often are training individuals for positions that are obsolete by the time the students graduate.

Youth, in general, find it particularly hard to visualize themselves in a specific job. When they think of certain industries or occupations they have a tendency to think of the boss not realizing the necessary steps and requirements for them to advance to these positions of authority. This lack of career-ladder knowledge often handicaps them. They do not realize that often they must start initially in the more menial entrance career-ladders to the supervisory or mangerial positions they visualize for themselves.

The Needed Occupational Television Instruction For Youth (NOTIFY) Project provided information through the media of educational television. A series of television programs were produced as "dramatized documentaries" and were concerned with career-ladder opportunities in selected occupational families.

OBJECTIVES

The specific objectives of the Project NOTIFY were:

1. To provide occupational information for high school junior college students, particularly those from low income or educationally deficient groups. The desired result was a decrease in their rate of unemployment and underemployment resulting from poor job selection and dropping out of school.

2. To provide interested counselors, advisors, teachers, parents, and friends of students detailed information on career opportunities in specific occupational families as is currently available in the local metropolitan area.

3. To inform disadvantaged minority groups of the new and varied opportunities that are now possible in the local business community.

4. To develop and expand a new vocational education tool in the form of occupational guidance to educational television.

EVALUATION PROCEDURES

A system of deferential training of students was made for this project. There were three data gathering instruments utilized. Two of them were used to obtain information from students who viewed the television programs and the other one was completed by project counselors. Many comparable items were included in the three inventories so that response patterns could be compared if results indicated such a procedure would be meaningful.

Immediately after selected students viewed each television program they were administered an inventory questionnaire. The items in the inventory were designed to get an initial student evaluation of the extent of which the program accomplished the following specific objectives of the project: (1) to provide occupational information of particular value to disadvantaged and/or minority students; (2) to help students gain a better understanding of procedures to follow when obtaining their first regular job; (3) to acquaint them with some of the entry positions in a particular work area; (4) to inform students of career opportunities in an occupational family; and (5) to give them information about available training opportunities which help one gain promotions in a given type of work.

A selected sample of approximately 15% of the students who viewed the television programs were interviewed in a structured interview. Stratified sampling by television program and by school was employed to select students for the follow-up interviews. These students were interviewed from one to two months after they viewed the program. In addition to assessing the objectives previously listed, this instrument had the following purposes: (1) to determine the long-range value of the programs for career planning, and (2) to obtain from students comments, and suggestions which might be useful for improving the presentation of occupational information by television programs.

The high school counselors were asked to evaluate the effectiveness of the television program in meeting the objectives of the project. A specially designed type of inventory program was administered to them immediately following the viewing of the television program.

A portion of the project was designed to assure that consistant procedures were followed in the selection of students, viewing procedures and evaluation techniques.

Counselors were asked to select students who had either completed or were currently enrolled in a course related to the occupational area to be viewed. They were requested to refrain from selecting students for whom employment in the career area seemed highly unlikely. Not more than 25 students were to watch a program from one television set. A brief description of each program was provided to aid counselors with student selection.

It was suggested that approximately one hour be allotted for each program. Five or six minutes were to be used for briefing which included a limited description of the program and the procedure for distribution of viewing and twenty minutes were allotted for completing of the inventory. Counselors were asked to go over the instructions for completing the inventory and to stress both the need for the student's views and honest answers to the items.

RESULTS

In keeping with the follow-up study, the items on the inventory questionnaires administered to the students and counselors indicated the following results:

1. Junior and senior high school students and their counselors considered video taped programs a valuable source of occupational information.

2. Student evaluations based on personal interviews of the programs made from one to two months after hearing the broadcast and those completed immediately afterward were in rather close agreement. Programs ranked "high" were those that presented clear development of facts, while"moderately" rated ones encouraged students to remain in school, and of lesser value were those motivating students to think about matters specifically relating to job planning.

3. Counselor ratings of the program were somewhat different from those of the students, but not significantly so.

4. Students thought the programs were beneficial in acquainting them with available job possibilities. Statistical analysis provided evidence that the programs were more beneficial to disadvantaged minority students in this respect.

5. The high school principals agreed the programs were an effective method of presenting needed occupational information for youth. Their comments and suggestions indicated a real interest in making this media more beneficial in the future.

HIGHLIGHTS

The conclusions that can be drawn from Project NOTIFY are:

1. The high school students, their counselors, and principals considered the programs a valuable source of occupational information.

2. In particular, the students both immediately and those interviewed one to two months later ranked the programs in this order of effectiveness: first, job and career development facts; second, encouragement for remaining in school; and third, motivation for thinking about matters specifically related to job plan.

3. Television in the classroom is currently an effective media for providing occupational information.

IMPLICATIONS

The project has indicated several significant trends:

1. There is a very strong demand for occupational information by students who do not plan to go on to college on full-time basis immediately. The students and the high schools want detailed information on what are career opportunities and how to find them for the "non-college prep" students. This is required for a majority of high school students (in California only top one-fourth can enter state college or University of California system). This occupational information should include step-by-step information on how to locate job, take an interview, etc.

2. Occupational projections on a short-term basis for a given region are very difficult to obtain. The planning meetings used in preparing the television scripts were held with representatives from local employers and the state employment service. There was a very serious lack of even short-term projections with given firms, industries,

and/or occupational families. This was very disappointing because the need is so great. The education system must have this type of projection to plan and develop appropriate curriculum for vocational training.

3. Educational television for use in the elementary and secondary school system is handicapped by a deficiency of appropriate equipment and trained technicians. The "bell" problems of schools is only practically overcome by each school owning and operating their own VTR equipment for rebroadcasting TV programs to fit their specific "bell" system. The large capital outlays and shortage of trained staff for operating this type of installation is prohibitive for many schools and their districts today.

RECOMMENDATIONS

The conducting of a project of the magnitude and complexity of this one necessiates a certain degree of learning by the project group (a type of on-the-job training for contractors). The help of hind sight and advice from many sources has resulted in the following recommendations:

1. All television scripts should be reviewed by the U.S. Office of Education's project office and the resources of the Federal Service utilized to improve them. This would have meant in Project NOTIFY a two year period instead on one year period for project completion.

2. The 7 programs should have been reduced from 7 separate occupational families to say two or three occupational families with two or more programs per family, e.g. the Department Store occupation should have an overview program with say two programs dealing with selling and management areas.

3. The existing 7 video tapes should be made available to interested schools in the country. They can use them, if appropriate for their areas and needs or as examples for producing improved versions. San Bernardino Valley College plans to continue to use them for guidance purposes in their district and in their Channel 24 TV broadcasts.

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P r o j e c t N O T I F Y

Evaluation Report

San Bernardino Valley College
San Bernardino, California

May 1966

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EVALUATION REPORT FOR PROJECT NOTIFY

Project NOTIFY (Needed Occupational Television Instruction for Youth), a pilot program to study the effectiveness of educational television as a media for providing occupational information to students, was initiated July 1, 1965. The Project included the preparation of a series of seven television programs by personnel at San Bernardino Valley College, San Bernardino, California. These video-taped programs were broadcast by KVCR-TV operated by Valley College and viewed in eight nearby high schools as a special occupational guidance project.

The objectives of Project NOTIFY were:

1. To provide occupational information for high school and junior college students, particularly those from the disadvantaged socio-economic groups. The desired result was a decrease in their rate of unemployment and under-employment resulting from poor job selection and dropping out of school.

2. To provide interested counselors, teachers, parents, and friends of students detailed information on career opportunities in specific occupational families currently available in the local metropolitan area.

3. To inform disadvantaged minority groups of the new and varied career opportunities that are now possible in the local business community.

4. To develop and expand a new vocational educational tool in the form of occupational guidance through educational television.

Programs were designed to identify entry jobs in the occupational areas covered. Career-ladder opportunities were shown as well as means of preparing for advancements. Some of the more important portrayals of the programs were:

1. The employment opportunities which exist for the high school and/or junior college graduate in the local metropolitan area.

2. Minority group members and women as the primary actors or actresses in several of the programs. In other programs they appeared in supporting roles. This was done to help emphasize the opportunities which now exist for these groups in occupational families presented.

3. Job entry positions for each occupational family represented by the programs. In addition to identification of entry positions, progress through one of several career ladders to one of several journeyman-level positions available was depicted.

4. The need for additional education and its value to the new employee in advancing in his chosen field. The concept of promotion from within and on-the-job training was related to the need for additional education.

Programs were prepared in the following occupational areas: (1) Automotive Technology, (2) Department Store Retailing, (3) Financial Institutions, (4) Food Retailing, (5) Food Services and Lodging, (6) Law Enforcement, and (7) Secretarial. These programs were prepared during a period from July 1, 1965, to October 1, 1965. They were broadcast for viewing in the schools from October 27, 1965, through November 16, 1965, and from March 8, 1966, through March 22, 1966, for senior and junior class students respectively.

EVALUATION PROCEDURES

It seemed inadvisable to attempt to make a statistical comparison of differentially treated groups of students with this type of project. Students who did not view the material could not be assumed to have had an opportunity to acquire the information presented through the regular school program or other normal experiences. The project was not designed to present the information to students in another manner.

Data Gathering Instruments

There were three data gathering instruments utilized. Two of them were used to obtain information from students who viewed the television programs and the other one was completed by project counselors. Many comparable items were included in the three inventories so that response patterns could be compared if results indicated such a procedure would be meaningful.

Immediately after selected students viewed each television program they were administered the "Television Program Information Inventory (S-1)"[1]. The items in the inventory were designed to get an initial student evaluation of the extent to which the program accomplished the following specific objectives of the project: (1) To provide occupational information of particular value to disadvantaged and/or minority students; (2) to help students gain a better understanding of procedures to follow when obtaining their first regular job; (3) to acquaint them with some of the entry positions in a particular work area; (4) to inform students of career opportunities in an occupational family; and (5) to give them information about available training opportunities which help one gain promotions in a given type of work.

The "Television Program Information Inventory (S-2)"[2] was used as a guide for structured interviews with approximately 15% of the students who viewed the television programs. Stratified sampling by television program and by school was employed to select students for the follow-up interviews. These students were interviewed from one to two months after they viewed the program. In addition to assessing the objectives previously listed, this instrument had the following purposes: (1) to determine the long-range value of the programs for career planning, and (2) to obtain from students comments and suggestions which might be useful for improving the presentation of occupational information by television programs.

The instrument completed by the counselors, i.e., "Television Program Information Inventory (C)"[3] served to obtain counselor evaluations of the effectiveness of the television programs in meeting the objectives of the project.

[1] See Appendix A
[2] See Appendix B
[3] See Appendix C

Collection of Student Identification Information

The necessary student identification information was recorded at the top of the first page of the "Television Program Information Inventory (S-1)" . The basic identification information was provided by each student before he completed the inventory. Counselors were requested to provide the necessary information regarding economic status and race. This method of providing the answers to the last two items was employed primarily to guard against a bias in answering inventory questions. It was thought an explanation to students regarding the reasons for requesting the information would have caused some students to give biased responses. The following directions for completing the items concerning race and economic status were given to counselors:

> COUNSELORS PLEASE NOTE: The television program the student has just viewed was prepared to be of particular value to disadvantaged and/or minority youngsters. Our evaluative procedures include a method of testing the relative effectiveness of the program for such students. Therefore, we request your cooperation in completing Items 1 and 2 for each of your students. Place your responses in the box following the other student identification information. Thank you.
>
> Item 1. Generally speaking, is this student economically disadvantaged?
>
> Item 2. Indicate the student's race. Answer Code: A-M, American-Mexican; A-N, American-Negro; A-A, American-Anglo; A-O, American-Oriental.

Selection of Students and Viewing Procedures

Project personnel decided to have senior students view the series of programs in the Fall and to select juniors for the Spring broadcasts. It seemed desirable to have senior students view them as early in the year as possible if they were to make much use of the information presented for career planning. From an operational standpoint within the schools, it was not practical for both seniors and juniors to view the programs during the same time schedule. A Spring presentation to juniors seemed suitable for career development purposes. Separate evaluative studies were made which are contained in this report.

To assure that consistent procedures would be followed in the selection of students, viewing procedures, and evaluative techniques, a meeting was held with Project counselors from all eight high schools a few days before the first program was broadcast. The research consultant for the Project conducted the meeting.

Counselors were asked to select students who had either completed or were currently enrolled in a course related to the occupational area to be viewed. They were requested to refrain from selecting students for whom employment in the career area seemed highly unlikely. Not more than 25 students were to watch a program from one television set. A brief description of each program was provided to aid counselors with student selection.

It was suggested that approximately one hour be allotted for each program. Five or six minutes were to be used for briefing which included a limited description of the program and the procedure for distribution of "The Program Information Inventory (S-1)". Thirty minutes were required for viewing and twenty minutes were allotted for completing of the inventory. Counselors were asked to go over the instructions for completing the inventory and to stress both the need for the student's views and honest answers to the items.

EVALUATION OF FALL BROADCASTS TO SENIOR STUDENTS

The total number of senior students who participated in the study was 951, as reported in Table 1. Of the 951 students who viewed the program, 163, or 16.62 per cent,

Table 1

Ratio by Sex of Students
Who Participated in the Study

Girls		Boys		Total
n	%	n	%	N
412	43.32	539	56.68	951

were randomly selected for interviews during the follow-up evaluation. Table 2 shows the proportion of boys and girls as well as the total number included in the follow-up survey.

Table 2

Ratio by Sex of Students
Selected for Follow-Up Interviews

Girls		Boys		Total
n	%	n	%	N
77	47.24	86	52.76	163

Results From Inventories

Inventory items were designed so that "yes" answers would denote a positive evaluation of the television programs and a "no" response would mean the opposite. Student responses recorded on Inventory (S-1) for all programs are shown in Table 3.

Table 3

Student Responses by Inventory Item (S-1) for All Programs

	Auto Mechanics (N=131)		Dept. St. Retailing (N=141)		Financial Institutions (N=145)		Food Retailing (N=132)		Food Ser. & Lodging (N=131)		Law Enforcement (N=112)		Secretarial (N=159)	
Items	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	99	32	110	31	126	19	122	10	107	24	78	34	152	7
2	95	36	107	34	108	37	115	17	95	36	92	20	142	17
3	93	38	100	41	136	9	119	13	110	21	101	11	154	5
4	105	26	104	37	136	9	107	25	108	23	65	47	155	4
5	57	74	89	52	92	53	72	60	73	58	31	81	116	43
6	108	23	123	18	124	21	120	12	111	20	90	22	146	13
7	114	17	128	13	130	15	117	15	118	13	61	51	151	8
8	108	23	124	17	110	35	107	25	120	11	72	40	146	13
9	96	35	130	11	123	22	128	4	110	21	55	57	129	30
10	80	51	113	28	119	26	94	38	99	32	74	38	132	27
11	105	26	112	29	114	31	98	34	97	34	76	36	134	25
12	56	75	86	55	87	58	72	60	67	64	50	62	109	50
13	96	35	119	22	119	26	112	20	105	26	82	30	148	11
14	80	51	92	49	85	60	79	53	84	47	48	64	125	34
15	83	48	98	43	86	59	107	25	92	39	67	45	110	49
16	94	37	112	29	114	31	122	10	105	26	67	45	126	33
17	64	67	96	45	108	37	108	24	78	53	72	40	117	42
18	120	11	130	11	141	4	130	2	117	14	100	12	154	5

At least two things seem apparent from this tabluation:

1. The larger proportion of "yes" answers with few exceptions indicates that the senior students considered the programs a valuable source of occupational information; and

2. The variations in student responses for different items regarding a specific program as well as for the same items for different programs denotes careful and honest answering of the inventory.

Summaries of responses for all items by both students (S-1) and counselors (C) to inventories completed immediately after they viewed the programs are presented in Tables 4 and 5. The percentage values clearly indicate the positive acceptance of the television programs as a means of career information by both students and counselors.

Table 4

Summary of Student Responses
For All Items by Program -
Inventory (S-1)

Program	Total Responses	Yes		No	
		n	%	n	%
Automotive Technician	2358	1653	70	705	30
Dept. Store Retailing	2538	1973	78	565	22
Financial Institutions	2610	2058	79	552	21
Food Retailing	2376	1929	81	447	19
Food Serv. & Lodging	2358	1796	76	562	24
Law Enforcement	2016	1281	64	735	36
Secretarial	2862	2446	85	416	15

Table 5

Summary of Counselor Responses
For All Items by Program -
Inventory (C)

Program	Total Responses	Yes		No	
		n	%	n	%
Automotive Technician	152	104	68	48	32
Dept. Store Retailing	152	116	76	36	24
Financial Institutions	152	107	70	45	30
Food Retailing	152	114	75	38	25
Food Serv. & Lodging	152	111	73	41	27
Law Enforcement	114	78	68	36	32
Secretarial	152	122	80	30	20

The per cent of "yes" responses by students varies from 64 to 85 and the range of affirmative answers for counselors is 68 to 80. It should be noted that there is considerable agreement of counselors and students regarding the effectiveness of the programs. Both groups rated the Secretarial program the highest, Automotive Technician in sixth position, and the Law Enforcement program as least beneficial.

A similar summary of student responses to all items of the follow-up inventory (S-2) is shown in Table 6. There is considerable difference between student ratings of the most valuable programs denoted by the follow-up and the one so selected by both students (S-1) and counselors (C) reported previously.

Table 6

Summary of Student Responses
For All Items by Program -
Inventory (S-2)

Program	Total Responses	Yes		No	
		n	%	n	%
Automotive Technician	384	250	65	134	35
Dept. Store Retailing	400	314	79	86	21
Financial Institutions	352	291	83	61	17
Food Retailing	384	318	83	66	17
Food Serv. & Lodging	336	267	79	69	21
Law Enforcement	336	201	60	135	40
Secretarial	416	308	74	108	26

The programs about Financial Institutions and Food Retailing were rated most effective by students approximately one month after viewing them. The Secretarial program was ranked only average in value rather than first but those depicting Automotive Technician and Law Enforcement were again ranked least effective. Two possible explanations for the variations noted in first place rankings between the immediately completed inventories, (S-1) and (C), and the follow-up inventory, (S-2), are:

1. Program characteristics which caused students to retain information from those first ranked on the follow-up better than facts dramatized in other programs, and

2. Variations which were the result of the views of students randomly selected for the follow-up sample.

Whatever the reasons for the variations, all results indicate the programs were worthwhile sources of occupational information about the seven occupational areas.

Student response totals for each item on both the inventory (S-1) completed immediately after viewing a program and the inventory (S-2) checked during the follow-up interviews are reported in Table 7 and Table 8, respectively. Table 9 shows the results of similar tabulation of counselor choices recorded on inventory (C). One of the reasons for the rather positive evaluations of the programs as a means of obtaining occupational information may be indicated in the high "yes" responses to item 18 on inventory (S-1) and item 12 on inventory (S-2). These questions asked if the material was presented in a manner that was easy to follow and understand. The above items were top ranked. Counselors concurred with student judgment as they thought the programs presented the information in a way which students could follow easily and effectively.

Table 7

Item Totals for All Programs -
Television Program Information Inventory (S-1)
N=951

Item	Yes		No	
	n	%	n	%
1	794	83	157	17
2	754	79	197	21
3	813	85	138	15
4	780	82	171	18
5	530	56	421	44
6	822	86	129	14
7	819	86	132	14
8	787	83	164	17
9	771	81	180	19
10	711	75	240	25
11	736	77	215	23
12	527	55	424	45
13	781	82	170	18
14	593	62	358	38
15	643	68	308	32
16	740	78	211	22
17	643	68	308	32
18	892	94	59	6
Total N=17, 118	13,136	77	3,982	23

Table 8

Item Totals for All Programs -
Television Program Information Inventory (S-2)
N=163

Item	Yes		No	
	n	%	n	%
1	123	75	40	25
2	145	89	18	11
3	125	77	38	23
4	128	79	35	21
5	107	66	56	34
6	146	90	17	10
7	136	83	27	17
8	132	81	31	19
9	58	36	105	64
10	120	74	43	26
11	125	77	38	23
12	148	91	17	9
13	81	50	82	50
14	126	77	37	23
15	102	63	61	37
16	149	91	14	9
Total N=2,068	1,951	75	657	25

Table 9

Item Totals for All Programs -
Television Program Information Inventory (C)
N=54

Item	Yes		No	
	n	%	n	%
1	47	87	7	13
2	37	69	17	31
3	38	70	16	30
4	36	67	18	33
5	27	50	27	50
6	41	76	13	24
7	47	87	7	13
8	45	83	9	17
9	42	78	12	22
10	28	52	26	48
11	28	52	26	48
12	46	85	8	15
13	49	91	5	9
14	43	80	11	20
15	34	63	20	37
16	34	63	20	37
17	49	91	5	9
18	48	91	6	9
19	33	61	21	39
Total N=1,026	752	73	274	27

Items designed to assess the value of the programs in presenting specific career development facts received relatively high positive responses on both of the student inventories and average ratings by counselors. Students indicated that information related to (1) job entry positions and qualifications, (2) career-ladder opportunities, and (3) methods of preparing for job advancements was quite valuable. Items which were related to thinking about matters specifically related to job plans received relatively low rankings on the two student inventories. Students did not view the programs so beneficial in motivating them (1) to make plans for their first regular job, (2) to talk to someone else about their work plans, or (3) to consider specific places where they might get a job. These variations in response by students may be due more to the extent of involvement implied or required on their part with relation to understanding facts and thinking specifically about job plans than to the nature of the programs. Counselor ratings were about the same with regard to making job plans but they thought the programs would be quite effective in encouraging students to discuss their plans with some adult and to think of specific places of employment.

Item 4 on both student inventories asked if the program helped them feel their school work was more important than they had previously thought it to be. The fairly high affirmative reply on both occasions indicates that the programs were moderately effective in fulfilling the objective of encouraging students to remain in school. Counselors, however, considered the programs of relatively limited value in this respect as indicated by their response to Item 10 in the counselor inventory (C).

Three items were included in the S-1 inventory and one in the S-2 inventory to assess the value of the programs for minority and disadvantaged youngsters. The purpose of these items was to determine if the information helped all students, but especially minority or disadvantaged, to change their minds about the kinds of jobs available to them. Responses to the items on the S-1 inventory suggested that the programs fulfilled this objective rather effectively. All three of these items in inventory (S-1), i.e., 6, 7, and 13, received high positive rankings. Virtually the reverse situation occurred for item 13 in the S-2 inventory as it received next to the lowest ranking. The data does not provide any logical explanation for the response difference on this matter between the two appraisals. It would seem, however, that the introduction of the interviewer in the follow-up evaluations may have caused students to respond differently regarding job possibilities thought to be open for them. Counselors rated the programs of average value in encouraging minority youth to upgrade their job plans but of relatively little special value to disadvantaged youngsters by their responses to Item 6 and Item 5 on the C inventory respectively.

Items were included in both student inventories to determine how they compared television programs with other means of providing occupational material to them. They ranked various forms of written materials quite low but indicated that classroom discussions were quite effective in providing career information.

Responses to item 4 in inventory (S-1) were tabulated on the basis of the economic status of students. Results obtained from this tabulation were statistically analyzed to test the hypothesis that the economic status of students was unrelated to the tendency to view the occupational television programs as aiding them to realize the importance of a high school education. Chi-square tests of independence were made for student responses for each program as well as for the combined responses for all programs. Students responses and results of statistical computations are reported in Table 10.

Table 10

Student Response to Item 4 by Economic Status - Inventory (S-1)

Program	Economic Status	Yes	No	Total	X^2
Automotive Technician (N=131)	Advantaged	87	24	111	1.44
	Disadvantaged	18	2	20	
Dept. Store Retailing (N=141)	Advantaged	78	27	105	.06
	Disadvantaged	26	10	36	
Financial Institutions (N=145)	Advantaged	108	8	116	.47
	Disadvantaged	28	1	29	
Food Retailing (N=132)	Advantaged	78	20	98	.53
	Disadvantaged	29	5	34	
Food Serv. & Lodging (N=131)	Advantaged	69	16	85	.27
	Disadvantaged	39	7	46	
Law Enforcement (N=112	Advantaged	56	40	96	.02
	Disadvantaged	9	7	16	
Secretarial (N=159	Advantaged	129	4	133	.00
	Disadvantaged	26	0	26	
Combined Responses - All Programs (N=951)	Advantaged	605	139	744	1.14
	Disadvantaged	175	32	207	

$X^2_{.95}(df=1)=3.8$

Although the proportion of disadvantaged students who indicated the programs increased their understanding of the value of high school was greater for all except two programs, namely, Department Store Retailing and Law Enforcement, than the proportion of responses for advantaged students, in no case was the difference greater than that which might occur by chance. Even though, as has been reported previously, students generally viewed the programs as emphasizing the value of a high school education, the data do not provide evidence that they were more effective in this respect for disadvantaged students than for those considered to be advantaged.

Student responses for items 6, 7, and 13 of inventory (S-1) were combined and tabulated both on the basis of economic status and ethnic groups. These items were included to determine the relative value of the television programs for disadvantaged and racial minority students with regard to informing them of the types of jobs which are available to them. Tabulations based upon economic status and the results of chi-square tests of difference between responses of advantaged and disadvantaged students are shown in Table 11.

Table 11

Combined Student Responses for Items 6, 7, and 13
by Economic Status - Inventory (S-1)

Program	Economic Status	Yes	No	Total	X^2
Automotive Technician (N=393)	Advantaged	268	66	334	.66
	Disadvantaged	50	9	59	
Dept. Store Retailing (N=423)	Advantaged	272	43	315	1.41
	Disadvantaged	98	10	108	
Financial Institutions (N=435	Advantaged	299	49	348	.04
	Disadvantaged	74	13	87	
Food Retailing (N=396)	Advantaged	260	37	297	.39
	Disadvantaged	89	10	99	
Food Serv. & Lodging (N=393)	Advantaged	209	46	255	5.21
	Disadvantaged	125	13	138	
Law Enforcement (N=336)	Advantaged	201	87	288	.19
	Disadvantaged	32	16	48	
Secretarial (N=477)	Advantaged	364	29	393	1.60
	Disadvantaged	81	3	84	
Combined Responses - All Programs (N=2853)	Advantaged	1873	357	2230	6.48
	Disadvantaged	549	74	623	

$X^2_{.95}(df=1)=3.8$

These analyses were made to determine if the television programs resulted in a statistically significant increase in awareness of job possibilities by disadvantaged students as compared with students considered economically advantaged. Results of these calculations indicate considerable variance among programs with all except Financial Institutions and Law Enforcement showing some increased value for disadvantaged. Only the Food Services and Lodging program was significantly superior in helping disadvantaged students obtain an understanding of job opportunities open to them. Analysis of the combined responses for all programs was a greater gain in understanding of job possibilities by disadvantaged as compared to the gain for advantaged students than could be expected to occur by chance. Therefore, it appears the programs were moderately effective in fulfilling this objective of Project NOTIFY.

Table 12 contains the combined students' responses for items 6, 7, and 13 from inventory (S-1) as tabulated by ethnic group. Values obtained for chi-square tests of independence are also recorded in the table.

Table 12

Combined Student Responses for Items 6, 7, and 13
by Ethnic Groups - Inventory (S-1)

Program	Ethnic Group	Yes	No	Total	X^2
Automotive Technician (N=393)	Minority	62	4	66	8.71
	Anglo	256	71	327	
Dept. Store Retailing (N=423)	Minority	105	4	109	10.52
	Anglo	265	49	314	
Financial Institutions (N=435)	Minority	40	5	45	.41
	Anglo	333	57	390	
Food Retailing (N=396)	Minority	71	10	81	.02
	Anglo	278	37	315	
Food Serv. & Lodging (N=393)	Minority	88	11	99	1.58
	Anglo	246	48	294	
Law Enforcement (N=336)	Minority	36	12	48	.84
	Anglo	197	91	288	
Secretarial (N=477)	Minority	109	5	114	1.29
	Anglo	336	27	363	
Combined Responses - All Programs (N=2853)	Minority	511	51	562	19.86
	Anglo	1911	380	2291	

$X^2_{.95}(df=1)=3.8$

Although students were identified by racial origin, the numbers were frequently so small in certain categories that it seemed advisable to combine the data into two categories, namely, minority and Anglo. The statistical analyses were made to test the hypothesis that the per cent of students who gained increased awareness of job possibilities available to them was unrelated to their ethnic background. A comparison of the magnitude of chi-square values obtained between students of different ethnic backgrounds (Table 12) and those resulting from an analysis of differences in economic status (Table 11) suggests that the programs were relatively more beneficial in acquainting students from racial minorities with job possibilities. Chi-square values resulting from calculations of student responses for the Automotive Technician and Department Store Retailing programs provide evidence that those programs were significantly more effective in increasing minority students' awareness of job opportunities than they were for Anglo students. The result of the statistical analysis using responses for all programs provided clear evidence that the project objective of informing minority students of new and varied career opportunities was effectively fulfilled.

EVALUATION FOR ELEVENTH GRADE VIEWING

Student Population

Students were selected for the Spring showing using the guidelines stated previously. All students included in the evaluation were juniors in high school. Tables 13 and 14 report both the ratio of students by sex and the total numbers who viewed one of the television programs and participated in the follow-up study respectively. The 150 students who were interviewed during the follow-up represented 14.6% of the 1029 who viewed one of the seven programs in the series.

Table 13

Ratio by Sex of Students
Who Participated in the Study

Girls		Boys		Total
n	%	n	%	N
516	50	513	50	1029

Table 14

Ratio by Sex of Students
Selected for Follow-Up Interviews

Girls		Boys		Total
n	%	n	%	N
79	53	71	47	150

Results from Inventories

The patterns of "yes" and "no" responses recorded by junior students on the S-1 inventory were quite similar to those obtained for seniors. Results for the juniors are reported in Table 15. These values for senior students are included in Table 3.

Table 15

Student Responses by Inventory Item (S-1) for All Programs

	Auto Mechanics (N=138)		Dept. St. Retailing (N=148)		Financial Institutions (N=137)		Food Retailing (N=124)		Food Ser. & Lodging (N=168)		Law Enforcement (N=179)		Secretarial (N=[illegible])	
Items	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	102	36	121	27	108	29	119	5	152	16	142	37	131	4
2	94	44	110	38	109	28	100	24	125	43	147	32	115	20
3	103	35	124	24	116	21	109	15	150	18	174	5	130	5
4	113	25	110	38	122	15	103	21	141	27	119	60	131	4
5	72	66	87	61	75	62	71	53	84	84	69	110	110	25
6	108	30	133	15	101	36	110	14	142	26	143	36	123	12
7	117	21	131	17	114	23	115	9	147	21	115	64	122	13
8	113	25	127	21	99	38	109	15	151	17	139	40	127	8
9	111	27	132	16	113	24	117	7	144	24	100	79	115	20
10	88	50	111	37	94	43	90	34	130	38	118	61	116	19
11	97	41	104	44	95	42	92	32	120	48	130	49	118	17
12	58	80	93	55	59	78	80	44	96	72	77	102	91	44
13	109	29	117	31	97	40	103	21	143	25	141	38	122	13
14	78	60	91	57	79	58	86	38	110	58	101	78	115	20
15	72	66	100	48	81	56	105	19	121	47	107	72	101	34
16	97	41	114	34	93	44	113	11	143	25	137	42	117	18
17	73	65	106	42	86	51	108	16	118	50	132	47	101	34
18	126	12	137	11	123	14	123	1	162	6	166	13	133	2

The high proportion of affirmative replies certainly suggests that the eleventh grade students thought the programs were effective in conveying occupational information also.

The total positive responses for both the junior students viewing the programs and their counselors were slightly above those obtained during the Fall series with seniors.

Table 16

Summary of Student Responses
For All Items by Program -
Inventory (S-1)

Program	Total Responses	Yes		No	
		n	%	n	%
Automotive Technician	2484	1731	70	753	30
Dept. Store Retailing	2664	2048	77	616	23
Financial Institutions	2466	1764	72	702	28
Food Retailing	2232	1853	83	379	17
Food Serv. & Lodging	3024	2379	79	645	21
Law Enforcement	3227	2257	70	965	30
Secretarial	2430	2118	87	312	13

The percentage range for "yes" answers by program was 70 - 87 for juniors shown in Table 16 as compared to 64 - 85 for seniors as reported in Table 4. The counselors coordinating the series for junior students showed a range of 71 - 84 percent of affirmative responses as indicated in Table 17 whereas the senior counselors' replies varied from 68 - 80 percent. The latter tabulation is presented in Table 5.

Table 17

Summary of Counselor Responses
For All Items by Program -
Inventory (C)

Program	Total Responses	Yes		No	
		n	%	n	%
Automotive Technician	76	61	80	15	20
Dept. Store Retailing	95	73	77	22	23
Financial Institutions	95	75	79	20	21
Food Retailing	95	80	84	15	16
Food Serv. & Lodging	95	75	79	20	21
Law Enforcement	95	67	71	28	29
Secretarial	95	73	77	22	23

Junior students ranked the Secretarial program first and those depicting Automotive Technician and Law Enforcement as least effective as had both the senior students and their counselors. Junior counselors gave the Food Retailing program the top ranking, Automotive Technician the second highest percentage of "yes" responses and the program for the Secretarial area next to lowest rating. For some unexplained reason the junior counselors' rankings of the Automotive Technician and Secretarial programs were considerably different from the three other groups, i.e., senior students (S-1 Inventory), senior counselors (C Inventory), and junior students (S-1 Inventory).

The summary of student responses to all items of the follow-up inventory (S-2) is shown in Table 18.

Table 18

Summary of Student Responses
For All Items by Program -
Inventory (S-2)

Program	Total Responses	Yes		No	
		n	%	n	%
Automotive Technician	304	217	71	87	29
Dept. Store Retailing	320	239	75	81	25
Financial Institution	352	256	73	96	27
Food Retailing	320	243	76	77	24
Food Serv. & Lodging	352	277	79	75	21
Law Enforcement	352	243	69	109	31
Secretarial	400	324	81	76	19

It can be noted that the Secretarial program received the highest "yes" percentage and the Automotive Technician and Law Enforcement programs ranked last to agree with the ratings for all junior students. Thus all except two (junior counselors and senior student follow-up) of the six summaries of responses show the same first and last place rankings for the seven programs. Table 6 contains comparable information for the follow-up with twelfth grade students.

Response totals and percentage of "yes" and "no" replies by inventory item for all programs are reported in Table 19 (Inventory S-1), Table 20 (Inventory S-2), and Table 21 (Inventory C). Percentages for each item on Inventory (S-1) for all junior students were virtually identical to those based upon responses for all senior students. A comparison of the values reported

in Table 7 for seniors and Table 19 for junior students shows that the percentage difference is not greater than four for any item. The percentage totals of "yes" and "no" replies for seniors and juniors are 77 and 23, and 76 and 24 respectively. Because of this close similarity, no comments beyond those made for senior students seem necessary.

Table 19

Item Totals for All Programs -
Television Program Information Inventory (S 1)
N=1029

Item	Yes		No	
	n	%	n	%
1	875	85	154	15
2	800	78	229	22
3	906	88	123	12
4	839	82	190	18
5	568	55	461	45
6	860	84	169	16
7	861	84	168	16
8	865	84	164	16
9	832	81	197	19
10	747	73	282	27
11	756	73	273	27
12	554	54	475	46
13	832	81	197	19
14	660	64	369	36
15	687	67	342	33
16	814	79	215	21
17	724	70	305	30
18	970	94	59	6
Total 18,622	14150	76	4372	24

Although the percentages for the total "yes" and "no" responses for all items of all programs were identical, i.e., 75 and 25, for seniors and juniors on the S-2 inventory as shown in Tables 8 and 20 respectively, there were some noticeable differences for four inventory items. Junior students did not think the programs caused them to imagine themselves being in certain jobs to the degree the seniors did. A greater proportion of junior students reported the programs increased their interest in the job area so that they obtained more information. Juniors gave the programs a considerably higher ranking in comparison to reading material than the twelfth grade students. Seniors indicated a greater awareness of the kinds of jobs available to them as a result of the programs than did the junior students. These variations may well be due to the differing amounts of occupational information with which junior and senior students are acquainted, and the relative imminence of employment.

Table 20

Item Totals for All Programs -
Television Program Information Inventory (S-2)
N=150

Item	Yes		No	
	n	%	n	%
1	112	75	38	25
2	136	91	14	9
3	128	85	22	15
4	119	79	31	21
5	105	70	45	30
6	133	89	17	11
7	131	87	19	13
8	106	71	44	29
9	68	45	82	55
10	105	70	45	30
11	129	86	21	14
12	137	91	13	9
13	60	40	90	60
14	104	69	46	31
15	93	62	57	38
16	133	89	17	11
Total 2400	1799	75	601	25

Item totals for the junior counselor responses on the C Inventory for all programs are shown in Table 21. Response patterns between senior and junior counselors were quite different for two items.

Table 21

Item Totals for All Programs -
Television Program Information Inventory (C)

Item	Yes		No	
	n	%	n	%
1	33	97	1	3
2	27	79	7	21
3	24	71	10	29
4	23	68	11	32
5	16	47	18	53
6	22	65	12	35
7	31	91	3	9
8	32	94	2	6
9	29	85	5	15
10	16	47	18	53
11	25	74	9	26
12	28	82	6	18
13	33	97	1	3
14	28	82	6	18
15	30	88	4	12
16	23	68	11	32
17	30	88	4	12
18	30	88	4	12
19	24	71	10	29
Total 646	504	78	142	22

Junior counselors rated the programs much higher in: (1) causing their students to make more realistic evaluation of the appropriateness of their job plans, and (2) presenting occupational information more effectively than classroom discussion, than was the case for the counselors of the senior students. The overall rating of the value of the programs was somewhat higher by the junior counselors. The percentages for "yes" - "no" totals reported in Tables 9 and 21 are 73 and 27 (seniors) and 78 and 22 (juniors). The greater variations of counselors' responses for the two groups than that shown for either of the student response inventories is probably partially due to the small number of counselor responses. Only 54 counselor inventories (C) were completed for the senior series and 34 for the junior students.

The results of the responses to the three inventories for both the Fall showing to senior students and the viewing by juniors in the Spring are generally the same. Comments made from an analysis of the pattern of responses by senior students are quite applicable for juniors also.

The analysis of the relative value of these occupational information programs to motivate disadvantaged students to remain in high school as compared to their usefulness in this respect for students more favored economically is reported in Table 22.

Table 22

Student Response to Item 4 by Economic Status - Inventory (S-1)

Program	Economic Status	Yes	No	Total	X^2
Automotive Technician (N=138)	Advantaged	75	21	96	3.00
	Disadvantaged	38	4	42	
Dept. Store Retailing (N=148)	Advantaged	90	33	123	.51
	Disadvantaged	20	5	25	
Financial Institutions (N=137)	Advantaged	100	14	114	1.23
	Disadvantaged	22	1	23	
Food Retailing (N=124)	Advantaged	77	16	93	.02
	Disadvantaged	26	5	31	
Food Serv. & Lodging (N=168)	Advantaged	107	21	128	.04
	Disadvantaged	34	6	40	
Law Enforcement (N=179)	Advantaged	90	56	146	8.31
	Disadvantaged	29	4	33	
Secretarial (N=135	Advantaged	107	4	111	.39
	Disadvantaged	24	0	24	
Combined Responses - All Programs (N=1029)	Advantaged	646	165	811	8.99
	Disadvantaged	193	25	218	

$X^2_{.95}(df=1)=3.8$

Results showed that all seven programs were of greater value - although it was virtually negligible for two of them - for disadvantaged students. Only in the case of the Law Enforcement program was the proportion of disadvantaged students encouraged to continue high school enough greater than for advantaged students to be statistically significant.

The chi-square value obtained for the combined responses for all programs was of sufficient magnitude to indicate that the series were significantly more meaningful in conveying the value of a high school education to disadvantaged junior students in comparison with their advantaged counterparts. The project was more effective in this respect than it was for the senior students who viewed the programs in the Fall. Comparisons can be made by referring to Tables 10 and 22.

Items 6, 7, and 13 of the S-1 inventory were designed to measure the value of the programs to disadvantaged and minority students for acquainting them with the types of jobs available to them. Student responses for the items were combined for the purpose of making tests of significance between both advantaged and disadvantaged, and minority and Anglo students. Response totals and results of chi-square tests of independence between advantaged and disadvantaged students are shown in Table 23.

Table 23

Combined Student Responses for Items 6, 7, and 13
by Economic Status - Inventory (S-1)

Program	Economic Status	Yes	No	Total	X^2
Automotive Technician (N=414)	Advantaged	230	58	288	.40
	Disadvantaged	104	22	126	
Dept. Store Retailing (N=444)	Advantaged	314	55	369	.92
	Disadvantaged	67	8	75	
Financial Instititions (N=411)	Advantaged	251	91	342	7.08
	Disadvantaged	61	8	69	
Food Retailing (N=372)	Advantaged	237	39	276	5.44
	Disadvantaged	91	5	96	
Food Serv. & Lodging (N=504)	Advantaged	320	64	384	7.47
	Disadvantaged	112	8	120	
Law Enforcement (N=537)	Advantaged	326	112	438	.02
	Disadvantaged	73	26	99	
Secretarial (N=405)	Advantaged	298	34	332	1.60
	Disadvantaged	69	4	73	
Combined Responses - All Programs (N=3087)	Advantaged	1976	453	2429	14.28
	Disadvantaged	577	81	658	

$X^2_{.95}(df=1)=3.8$

Student responses for three of the programs - Financial Institutions, Food Retailing, Food Service and Lodging - indicated they were significantly more valuable in informing those identified as disadvantaged of job opportunities than for advantaged individuals. Only the Law Enforcement program showed no difference in this comparison. The result of the test of significance for combined responses clearly indicated that the programs were effective in fulfilling the project objective of informing disadvantaged groups of new and varied career opportunities that are possible. Results of junior student responses were more conclusive in this respect than were those reported in Table 11 for seniors.

Responses to items 6, 7, and 13 for student inventory (S-1) were also tabulated by ethnic groups. Table 24 includes response totals and results of chi-square tests of independence between Anglo and minority students. As was the case for the statistical analyses of the same data comparing advantaged and disadvantaged junior students, the results show negligible

Table 24

Combined Student Responses for Items 6, 7, and 13
by Ethnic Groups - Inventory (S-1)

Program	Ethnic Group	Yes	No	Total	X^2
Automotive Technician (N=414)	Minority	124	23	147	1.98
	Anglo	210	57	267	
Dept. Store Retailing (N=444)	Minority	76	11	87	.21
	Anglo	305	52	357	
Financial Institutions (N=411)	Minority	85	20	105	1.96
	Anglo	227	79	306	
Food Retailing (N=372)	Minority	71	7	78	.77
	Anglo	257	37	294	
Food Service & Lodging (N=504)	Minority	101	10	111	3.24
	Anglo	331	62	393	
Law Enforcement (N=537)	Minority	72	24	96	.03
	Anglo	327	114	441	
Secretarial (N=405)	Minority	78	6	84	.63
	Anglo	289	32	321	
Combined Responses - All Programs (N=3087)	Minority	607	101	708	5.91
	Anglo	1946	433	2379	

$X^2_{.95}(df=1)=3.8$

to moderate greater value of the various programs for acquainting minority as compared to Anglo students with available jobs. None of the chi-square values reported in Table 24 for specific programs are large enough to justify stating that the response differences for the two groups could not be a matter of chance. The result of the analysis for the combined responses for all programs suggests the programs were significantly more effective for minority students. These findings are essentially in agreement with those reported from senior responses in Table 12.

SUMMARY OF INVENTORY FINDINGS

The findings based upon "yes" and "no" responses by students on both S-1 and S-2 inventories and by counselors on inventory (C) could be briefly summarized in the following manner:

1. Junior and senior students and their counselors considered the programs a valuable source of occupational information.

2. Student evaluations of the programs made from one to two months after viewing the broadcasts and those completed immediately afterward were in rather close agreement. Programs were ranked high in presenting career development facts, moderately effective in encouraging students to remain in school, and of lesser value in motivating students to think about matters specifically related to job plans.

3. Counselor ratings of the programs were somewhat different from those of students for each of the above three areas.

4. Students thought the programs were beneficial in acquainting them with available job possibilities and statistical analyses provided evidence that the programs were most beneficial to disadvantaged and minority students in this respect.

COMMENTS BY STUDENTS DURING FOLLOW-UP INTERVIEWS

Student replies to Item 16 of the "Television Program Information Inventory (S-2)" provided considerable information regarding their views of television programs as a method of presenting occupational information. The item read as follows: "If you were a teacher or counselor, would you use a television program rather than some other method to help students with their job plans? If so, why? If not, what methods do you think are better?" Student comments could be classified into five general categories.

The five categories of students' statements are:

1. The importance of seeing the actual jobs and the opportunity for vicariously experiencing the job activity.

2. The extent to which television programs hold student interest, show information in a way that students understand, and the advantages of this method of providing occupational information as compared to other methods named by students, namely, reading, career days, guest speakers, field trips, and teacher lectures.

3. The value of the programs for career planning and development.

4. The clear understanding of job entry procedures provided by the programs.

5. The motivational value of the programs for disadvantaged students.

A far greater proportion of the student statements related to the category of the importance of seeing the actual jobs and the opportunity for vicariously experiencing the job activities than any other. Several students' statements are included as representative of their comments on this matter. They are: "Like they say, 'a picture is worth more than a thousand words'. When you see a picture, you can imagine yourself actually in the job - you can imagine yourself doing the work."; "The way the shows were set up with actors of our own age made them more believable."; "TV takes students right on the job and they can see how people work on actual jobs." "The major actress was close to our age and that made it real."; "TV makes things more realistic - students can imagine themselves in the place of the actors."; and, "The TV program showed a real situation that students could relate to, especially since it was a department store right here in town."

The following statements are representative of student comments regarding the extent to which television programs hold student interest: "You pay more attention to TV. The TV program showed examples and acted it out, it was very real and interesting."; and "Many students don't bother to read assignments or listen to speakers but they always pay attention to TV."

The following student comments show that they believe television programs present information in a way that is easily understood. Some student quotes are: "Seeing a situation is lots better than having someone telling you about it. TV expresses things in a way that enables everyone to understand it."; "You can see what they're doing right on the job. In a lecture you can't understand this. TV makes you feel right there."; and "If I hadn't been working as a box boy this would have been the best thing - it shows you everything that really happens on the job."

Students compared television programs with other methods of presenting occupational information in the following way: "TV holds student's attention. Kids get bored with a speaker and field trips are expensive."; and "TV is something you have to watch. If you read something, your mind can wander. It's hard to take a group of students on a field trip but TV can bring actual jobs situations into the classroom."

The value of programs for career planning and development are expressed in these statements: "The TV shows someone actually working on the job and then the steps he goes through as he is promoted."; "On TV you could see and understand how you can advance on the job."; "TV can give you a clear picture of what you're going to do, the kind of work and what the work place looks like."; and "You can actually see people on the job and the explanation about how one advances on the job was clearly shown.".

Statements which indicate that students gained considerable understanding of job entry procedures from the programs are: "Can understand job finding process better. Can see how interview actually takes place. What the actual steps are in the job hunting process."; "TV makes it easier to understand how to go about getting a job and what requirements are."; and, "TV makes a job or occupation much plainer. You can actually see what the people have to go through when applying for a job and what they do on a job. This way you know what to do yourself when you go out looking for a job."

The motivational value of the programs for disadvantaged students are shown by: "TV brightens your thinking. That show made you think about getting more education to be better qualified."; and "TV can get through to students who refuse to read."

Results reported in Tables 8 and 20 show that Item 16 of the S-2 inventory received the highest and second highest "yes" response for the Fall and Spring broadcasts, respectively. Because of this high affirmative response, most student comments gave reasons why they would use television programs rather than some other method to present occupational information. The small proportion who answered Item 16 negatively expressed a preference for class discussions over television programs for learning about occupations.

REVIEW BY PRINCIPALS' EVALUATION COMMITTEE

In addition to the quantitative and somewhat more objective evaluations obtained from the inventories answered by students and counselors, a more subjective appraisal was obtained for the Fall showing to seniors from the principals' evaluation committee. Meeting as a committee, they were asked to express their views regarding the use of television to present occupational information, the effectiveness of the television programs viewed, and the conclusions reached from student and counselor evaluations. Comments and suggestions made by the principals are summarized for inclusion in this evaluative report.

Comments by Principals' Evaluation Committee

Prior to meeting as an evaluation committee, the principals had viewed at least one of the television programs and had read this report, with the exception of this portion, which obviously could not have been written prior to the meeting. It was apparent from the comments made by the principals that they had also talked with their school counselors about the programs.

Most of the principals thought the programs did a good job of stimulating student interest in occupational planning. One expression which conveyed this viewpoint was: "I think these programs caused students to ask questions. We looked at them as just a jumping off point with a little different technique than you would normally have from the lecture or film."

It was the consensus of the principals that such occupational television programs should be viewed by students before they are seniors. One principal commented that: "The students would have liked to have seen them much earlier - not as seniors. They have already made plans - the programs would have given them some additional interests if they had seen them as sophomores or juniors."

It would be better to have an entire class view the programs rather than to take students from several classes to form a group. It would be possible for the teacher to do a more effective job of introducing the program and of conducting a follow-up discussion than the counselors were able to do in the relatively short time period. Teachers instructing courses closely related to the occupational area presented by the program would be the best resource persons within the school to lead the follow-up discussions. Principals thought programs of this nature would be more beneficial if an out-of-school resource person could be available after a presentation to provide supplementary information during the discussion period.

Some time was spent considering the effect of using amateur rather than professional actors in the program series. The fact that the actors and actresses were not professionals added something to the programs was a comment of one of the principals which seemed to be pretty representative of their views on this matter. They thought students were better able to imagine themselves in a particular job because of this characteristic.

The biggest difficulty the principals identified with this method of providing occupational information was the fitting of the school schedule to the programming schedule of the television station. Suggestions such as the use of closed circuit TV, preparation of video tapes for distribution and the preparation of students schedules to fit the schedule for a TV program series were expressed.

Principals agreed the TV programs were an effective method of presenting needed occupational information for youth. Their comments and suggestions indicated a real interest in making this media more beneficial in the future.

Appendix A

Television Program Information Inventory (S-1)

SAN BERNARDINO
VALLEY COLLEGE

Date _____

Name _____ School _____

Counselor's Name _____ Grade _____ Sex: M___ F_____

Area of Work Represented in Program Viewed _____

For Counselor Use Only: Item 1. Yes _____ No _____
Item 2. A-M ___ A-N ___ A-A ___ A-O ___ Other ____

TELEVISION PROGRAM INFORMATION INVENTORY (S-1)

We are very interested in knowing how much students learn from television programs like the one you just viewed about factors such as: (1) how to obtain a regular job, (2) types of beginning jobs possible in an area of work, and (3) how to advance in one's work. Only you can provide such information and you can do so by answering the questions in this inventory.

DIRECTIONS: Please read each question carefully. It is important that you answer questions just the way you feel about them. Answer them by placing an 'X' in the proper space ( ).

If you have any questions about the reason you are being asked to complete this inventory or the method for indicating your answers, please ask your counselor for an explanation. If not, you may proceed. Answer <u>each</u> question. Thank you.

		YES	NO
1.	Do you think you learned anything really worthwhile about how to get a job from this television program?	( )	( )
2.	Do you have a better idea of some of the jobs a person might do when he is just starting in this type of work?	( )	( )

	YES	NO
3. Did the program help you understand the qualifications a person should have to get a first job in this area of work?	( )	( )
4. Did the program help you understand why your school work is important?	( )	( )
5. Are you more interested in planning for your first regular job than you were before you saw the program?	( )	( )
6. Did the program help you realize that persons like you can get the kinds of jobs discussed?	( )	( )
7. Did you learn from the program that people like you can get more advanced positions in this kind of work?	( )	( )
8. Do you have a better understanding of ways to get more training while employed to prepare for promotions?	( )	( )
9. Did the program give you a pretty good idea of the jobs to which a person can advance in this type of work?	( )	( )
10. Did the program cause you to think about how well you would do in a certain job?	( )	( )
11. Did the program cause you to want to know more about some jobs?	( )	( )
12. Did the program help you think of several places you might get a job, either in this town or in a nearby city?	( )	( )

	YES	NO
13. Would you encourage other students who are a lot like you to see this program when it is shown again?	( )	( )
14. Are you more interested in talking to someone about your work plans since you saw this television program?	( )	( )
15. Do you think you learned more from this program about things like getting a job and working up to better positions than you would from a class discussion on the same things?	( )	( )
16. Do you think you learned more from the program than you probably would by reading pamphlets which contained information about this kind of work?	( )	( )
17. Do you have a better opinion of this type of work than you did before you saw the TV program?	( )	( )
18. Were the ideas about getting a job and improving in that area of work presented in a way that was easy to understand?	( )	( )

Appendix B

Television Program Information Inventory (S-2)

SAN BERNARDINO VALLEY COLLEGE

Date_____

Student's Name _____ School_____

Area of Work Represented in Program Viewed_____

TELEVISION PROGRAM INFORMATION INVENTORY (S-2)

DIRECTIONS: Read each question carefully to each student. Encourage him to ask for clarification of any question he does not understand. State to each student very specifically the importance of answering questions very honestly rather than the way he thinks we would like them answered. Be sure to check the space indicating the student's response for <u>each</u> question. Additional space has been left after certain items so that student comments can be noted.

	YES	NO
1. Do you think you learned anything really worthwhile about how to get a job from the television program?	( )	( )
2. Did you get a better idea of some of the jobs a person might do when he first starts working in *(_____ _____)?	( )	( )
3. Did the program help you understand the qualifications a person should have to get a beginning job in *(_____)?	( )	( )
4. Did the program make you feel that your school work is more worthwhile?	( )	( )
5. Did the program cause you to do some planning for getting your first regular job?	( )	( )
6. Did you get some good ideas about what you can do to help yourself get a better position while you are working at a job?	( )	( )

* State the subject of the program which the student viewed.

	YES	NO
7. Did the program give you a pretty good idea of the jobs to which a person can advance in *(_____ _____)?	( )	( )
8. Did the program help you imagine yourself being in certain jobs?	( )	( )
9. Did the program increase your interest in a job so much that you got more information about it?	( )	( )
10. Did the information in the program help you think of some places where you might try to get a job?	( )	( )
11. Did you learn more about *(_____) from the television program than you have by reading about it?	( )	( )
12. Were the ideas about getting a job and advancing in that area of work presented clearly enough that they were easy to follow?	( )	( )
13. Did the program cause you to change your mind about the kinds of jobs that are available to you? If so, in what way?	( )	( )
14. Have you given a lot more thought to your job plans since you saw the program? If so, explain.	( )	( )

* State the subject of the program which the student viewed.

	YES	NO
15. Did the program increase your interest in your work plans so much that you talked to an adult about them since you saw it? If so, who?	( )	( )
16. If you were a teacher or a counselor, would you use a television program rather than some other method to help students with their job plans? If so, why? If not, what methods do you think are better?	( )	( )

Appendix C

Television Program Information Inventory (C)

SAN BERNARDINO
VALLEY COLLEGE

Date _____

Name_____ School_____

Area of Work Represented in Program Viewed _____

TELEVISION PROGRAM INFORMATION INVENTORY (C)

Information is being obtained from students, school counselors, and school principals for use in evaluating the effectiveness of television programs as a medium for providing occupational information to students. Because of his training and job responsibilities, the counselor is usually better qualified to evaluate methods of presenting occupational information than other school staff members. Therefore, your reactions will be especially valuable.

DIRECTIONS: Please answer all questions except the last one by placing and 'X' in the proper space ( ). Although you are probably sufficiently acquainted with evaluative procedures to know the importance of answering the items as objectively as possible, you are reminded of this fact to assure that you keep it in mind as you complete the inventory. Thank you.

	YES	NO
1. Do you think the students learned anything really worthwhile about how to get a job from the television program?	( )	( )
2. Is the information about job-entry positions presented clearly enough to have much value for students?	( )	( )
3. Should students get a pretty good understanding of job-entry qualifications from the program?	( )	( )

	YES	NO
4. Do you think the program will motivate students to give careful thought to the matter of obtaining their first regular job?	( )	( )
5. In your opinion is the program of particular value to disadvantaged youngsters?	( )	( )
6. Should the program encourage youth from minority groups to upgrade their job plans?	( )	( )
7. Does the program present good ideas about how a person can prepare himself for job promotions?	( )	( )
8. Should students get some pretty definite ideas about ways to get more training while employed?	( )	( )
9. Does the program provide valuable information about career-ladder opportunities?	( )	( )
10. Do you think the program will increase student motivation to complete high school?	( )	( )
11. Should the program cause students to make a more realistic evaluation of the appropriateness of their job plans?	( )	( )
12. Do you think students will be more likely to discuss their career plans with their counselor, their parents, or other adults after viewing the program?	( )	( )
13. Is the program likely to encourage students to seek additional sources of information about some jobs?	( )	( )
14. Should the information contained in the program encourage students to think of specific places where they might seek employment?	( )	( )

		YES	NO
15.	Do you feel class discussions are usually less effective in acquainting students with occupational information than the program you viewed?	( )	( )
16.	Would students generally learn less about job-entry requirements and procedures, and career-ladder information by reading selected pamphlets and bulletins prepared by career information services than they would from such programs?	( )	( )
17.	Are students likely to have a better attitude toward this area of work after viewing the program?	( )	( )
18.	Is information presented at a rate which students should be able to follow easily and effectively?	( )	( )
19.	Would the information be more meaningful to students if it was viewed during the junior year rather than during the twelfth grade?	( )	( )

20. In general I thought the TV program _____

_____

_____

_____

_____